

# **DISTRICT ARTS COORDINATOR MEETING**

## **February 14, 2001**

### **Davis District Office**

Attendees: Julie Christofferson, Mark Bake, Richard Marsden, Sheila Mavin, Maria Peterson, Bruce Penland, Suiska Rhodes, Karinda Henry, Clinton Frohm, Michael Smith, Carol Johansen, JoD' Ann Dance, Dennis Longhurst, Colleen Densley, Joy Brower, David Jorgensen, Susan Galusha, Cindy Clark, Michele Bartmess, Zan Burmingham, Sara Lee Gibb, Diana Spencer, Mary Wells, Stephen Richins, Carol Goodson and Elaine Jones.

#### **THANK YOU:**

**Richard Marsden and Sheila Mavin for hosting the meeting.**

**The food and festive decorations added to the success of the meeting!**

#### **ASSIGNMENTS:**

- DAC members:
  1. Supply specific information on the arts inservice training offered by your district this year to teachers K-12. E-mail your calendar information to Carol Goodson at [cgoodson@usoe.k12.ut.us](mailto:cgoodson@usoe.k12.ut.us). *(If you have the figures of actual participation in the events already completed, that would be useful information as well.)*
  2. Give serious thought to incorporating items discussed at this meeting into an inservice grant proposal for your district. These are due March 15<sup>th</sup>. \$2000 limit of award money available to each district. Districts who are previous grant winners this fiscal year can only apply for the remainder of the \$2000. Please only apply for what you actually need---don't bother padding. Thanks!

#### **THOUGHTS ON VENUES/RESOURCES FOR PROFESSIONAL DEVELOPMENT GRANTS:**

- Consider collaborating with a local vendor, professional artist, college professor, or secondary specialist, ---they might have the perfect place for the actual inservice...environment is important, you know!---a music store...an art store...a local dance studio...a community theatre space...a jhs/high school art room...museum...art gallery.
  - Consider designing your professional development grant around the Level I Arts Endorsement so that when teachers are finished they have something to add to their resume and be a resource to their students, colleagues, and school community...if they so desire...this could be a career development catalyst, leading to their becoming a presenter for others, perhaps even a presenter at state conferences, and/or development as a trainer, and/or a mentor for others.
  - Consider designing your PD grant around the piloting of the elementary arts education program that identifies a coordinator for the school who works in tandem with the coordinators in three other schools---they meet together weekly----they continue their monthly training at the district in the arts and in being coordinators. (You can request the hard copies of this preliminary phase of the "Building Community Model" for Elementary Arts from Elaine).
  - Consider involving your retired master teachers and/or qualified professionals who have a good rapport and firm grasp of your goals.
3. If you haven't already, please secure a contact in every school in your district who can effectively deliver arts information personally to teachers.
- Carol: contact Reagan, Yesco, Saunders, Tiffany Mix, SLOC, Utah Transit Authority, KUER/KBYU and commercial television stations for public service announcement opportunity to promote the arts. Approach Ogden Marriott/Eccles Conference Center with possibility of hosting enlarged Networking Conference.

- Elaine: Put truth statements in the meeting minutes.

### **Project Work:**

The secret citadel of our strength is our belief in each other.

We need to do whatever we can to make the Arts a part of everyday life....

.....in the classroom, on the playground, around the school, at home, at work, at play, and in between.

The Arts usually bring happiness into the classroom because they foster positive emotions. Positive emotion are crucial to learning, because emotions drive attention, and it is attention that drives learning.

### **ARTS FOR LIFE**

Brainstorming--- What do we visualize happening in the Elementary day to make arts a way of life?

- Teachers who make it part of the day
- Teachers with a passion mirror this behavior
- Replace fear with love (even if skills are lacking)
- Skills will come
- We don't need to model professionals
- Create arts center(s) where instruments, art supplies, shape, ideas, books are available.
- Be ready to describe "What's in it for me?"----  
     Students enjoying and being involved  
     Classroom/school a happier place to be  
     Say what they're (teachers) are going to walk away with – discipline help  
     Brain development improvement by using art
- Focus on testing and standards – so use arts to get these concepts in
- guide art learning into all subjects

There are three stages to **ARTS FOR LIFE**:

1. ***“Living*** through the Arts.”

This is starting where we are as a state---like good educators do--- by building an arts foundation that makes the arts a way of being and thinking. We need to build this foundation *before* we can move on to core objectives---to *start* with core objectives is like building castles in the air. Part of making the arts a way of life, is involving their modes of expression across the curriculum.

2. ***“Becoming*** through the Arts.”

Once that foundation, that way of thinking and being is in place, we can work toward making the students' and teachers' beginning arts skills of high quality (this is the core stuff).

3. ***“Learning*** through the Arts.”

*Then*, once the “becoming” skills are developing well, we can work toward *using* them in teaching/learning other subject areas. This is *real* teaching/learning *through* the arts.

**2000 LEGISLATIVE Joint Resolution on Restoring Arts Education in Utah's Public Schools cited. A message from the author, Karen Hale: “I think teachers are really wanting things. I want to help on my end.”** We have an invitation, a directive from the legislature to move forward in Arts Education....let's build on this!

### **PROFESSIONAL DEVELOPMENT IN THE ARTS**

Brainstorming:

- We need to repackage what we're asking
- Teachers who participate in opportunities bring fire back to classroom
- Workshops are available, few take advantage
- Need more local support, opportunities – outreach to the district
- Can you teach an adult passion? How?
- Passion dies with the pressure
- Making time and room in the day
- Inserviced out, needing points to recertify sometimes a weak reason to attend
- Use school setting
- Create 2 days of educational leave during school year, arrange to pay for substitute – to give teachers ability to attend conference.

- Move from Extrinsic to intrinsic rewards and motivations
- Need a chance to learn how to do it
- Artist came to faculty party with spouses –they all learned to draw- it was a hit!
- Create an aesthetic experience
- Do it, don't just talk about it
- In-house administrator – get them on fire!

### **IMPORTANT INGREDIENTS FOR TRAINING/INSERVICE - brainstorming**

- Local level (accessible) even the single classroom
- Nurture the birth and growth of passion – use intrinsic approach
- Chance to do it! Learn how
- Inclusion of Administrator (s)
- Aesthetic – enjoy and internalize the experience
- Replace fear with love – no emphasis on performance, put emphasis on process
- Mention of side benefit
- Excellent presenters – peer to peer
- Exchange successes – follow-up seminar with sharing
- School environment, schedules that are supportive
- Materials to implement
- Make/modeling arts for life
- Match peer to peer

### **NETWORKING PLANNING DISCUSSION**

Tentative date and place: Nov. 28-30, 2001 at Provo Marriott – Now moved to Nov. 14-16<sup>th</sup> - Ogden

Tentative plan presented:

#### Thursday AM:

Pre-Conference Administrator Training –(general session the night before); plenary, breakouts, DAC mtg.

Teachers would be coming later:

General Registration: 11:15 am to noon (administrators would already be registered)

Opening Session for the Conference would be at Lunch

Breakouts Sessions 1:30 -4pm (2 sessions lasting 1 hour each)

Dinner: 5 pm

Activity at Museum?

Vendors available from 11 am to 5pm

#### Friday AM:

In-Depth Sessions

Lunch and performance

Master Teacher Demonstrations

Closing during master demo (consider a dessert and closing session for prize drawing?)

DAC members in attendance requested having Networking expanded to include more participants. The issue of location was raised as a concern. The Provo Marriott could not accommodate an enlarged conference. Discussion on the possibility of expanding the conference made going to Ogden Marriott/Eccles Conference Center as the venue two years in a row a possibility. Group in attendance thought that since UMEA, UAEA, held their conferences in St. George, and UTA would be in southern Utah next year – these offerings created the balance sending the conference to Provo every other year was trying to create. Group asked Carol to approach Ogden with possibility of hosting the Nov. 14-16 conference. Registration form will need to indicate sessions will be held at the Eccles Center as well as the Ogden Marriott.

Suggested Names of Conference:

- Arts For Life
- Living the Arts
- Arts and Me

No clear decision on a name for the conference was reached.

**ACTION PLANS FOR “ARTS FOR LIFE”** (See attached document for how this looks when its organized)

Brainstorming

- Content – packaging
- Marketing blitz – billboard campaign
- POPS groups asked to add a page in the program for outreach information
- District Newsletter, or arts newsletter
- Contact person in schools for disseminating information
- Repackage new core
- Make smart alliances
- Recognize building restraints
- Additional venues: Alliances, partnerships with gifted/talented, social studies, UEA sessions or booths, language arts, brain conference (Don Hodges from Texas will speak without charge)
- Hold regional DAC meetings
- Hold district discussion seminar
- November Fall Arts Networking Conference
- Materials

**TRUTH STATEMENTS AROUND ROOM:**

1. “We must articulate a clear philosophy that boldly asserts the importance of music, painting, drama, and dance...A vision that connects the arts to the core of our democracy and to the needs of our society...to every parent, businessman, citizen...We need a vision that places art at the center of community and family life.” Bill Ivey – NEA chair
2. “We must put forward the growing body of research that points to art as central to the intellectual, social, and emotional development of our children and connect this evidence with public policy...”Bill Ivey –NEA chair
3. “We must ensure that we maintain and strengthen the coalition to move the arts back into schools...stay focused and united...new strategies to place arts education at the center of the curriculum in every school in America...partnerships.” Bill Ivey – NEA chair
4. “Art is the currency of the border, in a border society, art represents the safe channel of cultural exchange, the most distinctive legacy of our diverse democratic heritage, is a border society.” Bill Ivey, NEA Chair
5. “I believe the arts and an education in the arts form the lynchpin of our democracy.” Bill Ivey, NEA Chair
6. Communication, culture, cognition, creativity are the 4c’s of arts education.” Bill Ivey, NEA Chair
7. “The very best engineer and technical designers in the Silicon Valley are, nearly without exception, practicing musicians” Grant Venerable
8. Be smart, include art! – National PTA
9. “Simply put, you cannot have a good school – a school for every student, teacher and parent – unless the classrooms and halls are alive with the vibrancy of the arts.” – Richard Deasy, Director of Goals 2000 Arts Education Partnership

**NEWS**

- Gail Kopetz doing introduction to Orff in Jordan District April 20 & 21 at Altara Elementary. \$15 registration fee. Contact: Julie Christofferson (801) 567-8376.
- Next DAC meeting: April 19 (Thursday) 10-2:20 pm at Weber District Office, 5320 S. Adams, Ogden, UT